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ABSTRACT

This instrument identifies nineteen pairs of behavioral profiles which are seen as related to competent performance in classroom teaching. Each pair contains two views of a particular kind of behavior--a "positive" view and a "negative" view. It is designed for use in rating student teachers and may be used by supervisors and cooperating teachers, or by the student as a guideline for behaviors most generally accepted as being exemplary for good teaching. The first section offers seven profiles of teacher behavior, outlook, attitude, and beliefs. In section two, seven profiles are presented of positive and negative ways of interacting with pupils. The final section contains profiles of teaching behaviors in classroom management and instructional procedure. (JD)

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Profiles of Teaching Competency

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The Occasional Papers Series

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SP 016 731

PROFILES OF TEACHING COMPETENCY

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What kinds of teacher behaviors are related to successful teaching? What kinds of characteristics do we see as important in the competent, effective, highly professional teacher?

This instrument identifies nineteen behavioral profiles which are seen as related to competent performance in classroom teaching. They are not all the competencies that can be identified. They are, however, those competencies which we see as the most important facilitators of students' learning.

This instrument, properly used, should be helpful in identifying weaknesses and determining directions for possible professional growth.

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Directions:

There are 19 pairs of behavioral profiles in this instrument. Each pair contains two views of a particular kind of behavior--a "positive" view and a "negative" view.

In assessing teacher behavior, read each pair of behavioral descriptions and use the following scale as a guide to your rating:

"Positive" view:

- If you believe that these characteristics are clearly evident in the teacher's behavior almost all of the time (i.e., this teacher is an outstanding example of this behavioral profile), rate him/her +3.

- If you believe that these characteristics are frequently evident in this teacher's behavior (i.e., this teacher is a very good example of this behavioral profile), rate him/her +2.

- If you believe that these characteristics are evident some of the time (i.e., this teacher's behavior reflects these standards some of the time), rate him/her +1.

"Negative" view:

- If you believe that these characteristics are clearly evident in this teacher's behavior almost all of the time, (i.e., this teacher is an outstanding example of this behavioral profile), rate him/her -3.

- If you believe that these characteristics are frequently evident in this teacher's behavior (i.e., this teacher is a very good example of this behavioral profile), rate him/her -2.

- If you believe that these characteristics are evident some of the time (i.e., this teacher's behavior reflects these standards some of the time), rate him/her -1.

Assessing the Behavior

Every teacher has a "bad day". Every teacher has experienced moments in which "things go wrong". That is why we urge the use of the profiles only after sustained study of the teacher's behavior, in a variety of teaching contexts. Ratings should represent frequent and continued observations, rather than brief, one-shot classroom visits. In other words, the instrument is not to be used as a check-list to determine what the teacher's behavior "looks like" in a given moment of time, but rather as a means to indicate that this behavior is reflective of how the teacher generally behaves. It is through this thoughtful study that a "profile" of the teacher's behavior can truly emerge.

Who Should Assess the Behavior?

Those professionals who have closely and thoughtfully observed the teacher in the classroom over an extended period of time will have the best data required to rate the teacher's behavior with these profiles.

Raters may include supervisory or administrative personnel, fellow-teachers, even the students in the classroom. The most important rater, however, is the teacher who critically rates himself/herself--since that teacher has the most substantial body of data from which to make his/her assessments. We recommend that whoever the other raters may be, the classroom teacher be also involved in using the profiles for self-evaluation.

"No Op" Ratings

It is extremely likely that even after long-term observation, some raters will not have had the opportunity to observe specific teaching characteristics. In these instances, when the rater has no clear evidence of a particular pattern of classroom behavior, the rating of "no op" is used. Ratings are based upon observations of performance only, and never on intent.

What then do the ratings tell us?

Ratings which are consistently at the -3 level would reveal behavior considered to be "negative" and consequently destructive to classroom learning.

Ratings at the -1 level will identify those areas of competency in which much growth is needed in order to promote effective classroom learning.

Ratings at the +1 level will identify those areas of competency in which additional growth is needed in order to promote more effective classroom learning.

Ratings the the +2 level should indicate that the teacher manifests competence in that area.

The self-scrutiny required by these competency profiles should provide a means of helping teachers assess their strengths and weaknesses as facilitators of classroom learning. The most important use to be made of this instrument is the providing of guidelines to enhance each teacher's professional development towards excellence in classroom teaching.

SECTION I : THE TEACHER

1. His behavior is thoughtful. Rating:_____

At the highest level, you would say that this person's behavior is thoughtful; that he acts out of having considered alternatives; that his choice for action is a reasoned choice; that his actions are appropriate to his expressed goals. He seems to have a built-in monitoring system which aids him in analyzing his actions and this analysis is based upon objective criteria rather than on personal bias. You would be apt to conclude about him that he is "in touch" with what he is doing and what he does seems to have been considered and reflected upon in respect to his goals.

The antithesis of the thoughtful person is one whose actions seem generated out of whim or caprice; his behavior is clearly inconsistent with expressed goals. This person has not considered what to do before he does it; he does not appear to have considered alternatives; there seems to be a gap between what he says and what he does. When confronted with his actions, he may deny them (I didn't do that!), becoming extremely defensive. The impression he gives is that he has not thought a lot about what he says or does.

Comments:

THE TEACHER

2. He is self-initiating. Rating:_____

At the highest level, you would say that this person consistently takes the initiative. He doesn't sit around and wait to be told; he doesn't need help at every step of the way. He is not afraid to take risks, to try things on his own. When his actions result in less than desirable ends, he is able to examine what has happened rationally, rather than considering it a personal defeat. When things don't work out well, he does not use it as an excuse to keep from trying again. Even in situations where resources are limited, he uses what's available to make a start; he doesn't rationalize his inaction by saying that there aren't enough materials, or that the materials are of the wrong type. You might say of him, "I can count on him to take the initiative; he gets things done!"

The antithesis of the self-initiating person is the one who waits to be told what to do. It's not that what he does is unsuccessful; it is that he rarely seizes the opportunity to act on his own. Sometimes, he starts out by doing something, but then needs to ask for help several times along the way. "Tell me what to do" and "What am I supposed to do?" and "What shall I do next?" characterize his behavior. He may attempt to excuse his inaction by claiming that there aren't enough materials; or materials aren't the right kind. He seems to have to depend on others to get him started.

Comments:

THE TEACHER

3. He has a clear idea of what he believes and his beliefs guide his behavior.

Rating:_____

At the highest level, you would find a person who has a clear idea of what he believes and whose actions are consistent with those beliefs. In speaking with him, he gives you the impression that he has thought a lot about his ideas; that his beliefs have been chosen after reflection. You can see that what he does is a reflection of those beliefs. There is a clarity about his purposes, about what he stands for. He comes across as a person with clear values, knowing where he is going and why.

The antithesis of the person with clear values is the one whose actions are clearly inconsistent with his stated beliefs. He may say he believes in democracy in the classroom, but he is the classic example of the authoritarian teacher. He may say he believes in students having a voice in university government, but he does not participate in student committees, or bother to exercise his vote, claiming that "what one person does, doesn't really make a difference." His actions and his expressed ideas are often so far apart that you have a hard time deciding what it is he really believes. Sometimes he rationalizes what he does by saying "They won't let me do that," or "They make me do that"--to excuse actions which are inconsistent with his expressed beliefs. However, when you ask him clarifying questions, his answers are evasive, or defensive, or inconsistent. You might wonder, "does he really stand for anything?"

Comments:

THE TEACHER

4. He is a "problem-solver". Rating:_____

At the highest level, you would see a person who, in the face of a difficult problem, would be able to identify the problem, suggest alternative courses of action, examine underlying assumptions and propose workable strategies. In the face of dissonant kinds of data, this teacher would "open his mind" to them and examine them with objectivity. You might say of him that in the presence of some new and complex problem, "he takes the lead in planning the strategy." He is seen as an inquiring, open-minded person, able to function effectively in the face of new and complex problems.

The antithesis of the "problem-solving person" is a person who, in the face of a problem, seems to go to pieces. He doesn't know what to do, or how to start. In the absence of some direction or leadership from others, he doesn't know where or how to begin. He seems unable to make a decision. He waits for others to start, and then follows. He has much difficulty in entertaining dissonant kinds of data; his mind seems to be closed to them. Once embarked upon a course of action, he is hard to budge. When new alternatives are introduced, he may say, "We already have a plan. Let's not waste any more time by fooling around with new ideas."

Comments:

THE TEACHER

5. He can put new ideas into practice.

Rating:_____

At the highest level, this person can take a new idea and put it into practice. He is able to make assessments of group needs, come up with an idea that is appropriate to those needs and create a scheme for implementing his idea. He is not thwarted by limited resources; he seems to be able to do a lot with a little. He generates excitement about what he is doing. What he does is new and fresh and there is a sense of life and vitality in his work.

Antithetically, we find a person who has a rigid, formula approach to most new situations. He seems to do the same things again and again and he seems to do them in the same ways. He has difficulty in seeing that a formula approach may be inappropriate to new situations; and he is unable to create a new approach that is more relevant to a new situation. He uses what he already knows and tries to make it stick. He wants specific and practical and "how to" kinds of help, and has considerable difficulty in taking an educational principle and applying it in his classroom. There is a staleness and a lack of zest in what he does.

Comments:

THE TEACHER

6. You can rely on him. Rating:_____

at the highest level, you would find a person that you know you can depend upon. If he says he is going to do something you can depend upon him to do it. If he is unable to fulfill a task, he finds a way of communicating this in advance, so that other arrangements may be made. It is rare that he reneges. You feel a sense of trust in him, comfortable in the assurance that he will do what he says he is going to do.

The antithesis of the reliable person is the one who cannot be counted on. Again and again he has offered to take on a task; and for one reason or another he has not completed it. You have little faith in his ability to follow through, to do what he says he is going to do. In short, you know if you needed a job to be done, you could not depend upon him to do it.

Comments:

THE TEACHER

7. He has a positive outlook. Rating:_____

At the highest level, you would find a person who has a cheerful positive outlook on life. When things go wrong, he is not apt to attribute it to some manifest destiny. He takes things in his stride. He smiles and laughs a lot and seems to genuinely enjoy what he is doing. He has the capacity of looking at the " "brighter side of life" and communicates this positive attitude to those who come in contact with him.

The antithesis of the person with the positive outlook is the one who tends to see life in terms of blacks and shades of gray. He bitches and nags a lot about things that "never go right" and expends an unusual amount of time and energy in complaining. Sometimes, even after a situation is rectified, he wants to talk about "how bad it was". "What's the use" is typical of his negative attitude; he seems to infect others with his pessimism and with his bleak outlook on life.

Comments:

SECTION II : THE TEACHER AND THE KIDS : INTERACTIONS

8. He prizes, cares about each individual. Rating:_____

At the highest level, you will find the person who allows his pupils to express their ideas, opinions, beliefs, feelings and who accepts these. Not only is he sensitive and considerate of his students' feelings, but he communicates his sensitivity in ways they can understand. "I am with you" is what is communicated to his students. In his interactions with them, his facial expressions, the tone of his voice and his language give explicit evidence of warmth, praise and encouragement. His interactions reveal his close relationship with his students, free of attempts to dominate them. After a brief interaction with him, one usually comes away feeling a little better about himself.

Antithetically, you will find a person who shows a lack of sensitivity to his students. In his interactions, he may appear passive rather than warm, disinterested rather than encouraging, mechanical rather than sincere in his praise. He frequently rejects the ideas and opinions of his students. His criticisms are cutting and devaluing and seem to be made without regard to the students' feelings. He doesn't seem to be able to understand how his students feel; indeed he seems hardly aware that they have any feelings at all.

Comments:

THE TEACHER AND THE KIDS : INTERACTIONS

9. He knows how to observe, diagnose and deal with pupils with behavioral difficulties.

Rating:_____

At the highest level is the person who recognizes that behavior is the outward manifestation of inner feelings and thoughts and uses his observations of pupil behavior to make diagnoses of learning difficulties and to plan appropriate teaching strategies. This person makes astute observations of classroom behavior and records these in non-judgmental fashion. You are more likely to hear him report that "Billy kicked Paul and threw the scissors across the room," as he observes Billy's aggressive behavior, rather than highly judgmental remarks such as "Billy acted irresponsibly again; obviously he doesn't know how to behave in the classroom. Oh, well, what can you expect from a boy like that!" He makes informed diagnoses of learning difficulties based upon his observations of behavior as well as his knowledge of the literature of human growth and development. Moreover, he uses teaching strategies which are appropriate to the diagnoses, to help bring about desirable behavioral change. When a pupil needs specialized help, he refers him to the appropriate agency; he recognizes the limits of his own ability. In short, this person "reads", interprets and deals with the pupil behavior in the most professional ways.

Antithetically, you will find the person who sees classroom behavior which deviates from what he considers normal as "bad". Rather than attempting to unearth the causative factors behind such behavior, he is apt to attribute convenient motives to the youngsters ("He's just lazy;" or "He's not trying" or "He doesn't want to learn"); or he may try to explain the behavior in terms of his own arbitrary standards ("He behaves that way because he's an underachiever" or "That's the way most of the non-academics act"). Once having "explained" the behavior he largely writes the youngster off in terms of his own expectations. He uses punishment and other coercive tactics as the chief tools for bringing about behavioral changes and advocates their use for bringing pupils into line.

Comments:

THE TEACHER AND THE KIDS : INTERACTIONS

10. He uses clarifying responses in his classroom interactions.

Rating:_____

At the highest level is the person who is skilled in using clarifying responses and who knows when to use them. To help pupils clarify for themselves what they are thinking, he frequently reflects back to the student the expressed attitude, belief or idea through non-judgmental questioning. "Where did you get that idea?" and "Is this something you've thought a lot about?" and "Can you give me an example of what you mean?" are examples of his clarifying strategy. Yet, he doesn't use clarifying responses when it is more appropriate to be directive. He knows when and how to clarify; he is thoughtfully directive when that response is called for in the classroom. Whether clarifying or directing, his strategy is carefully chosen and reflects his purposes.

One antethesis of the clarifying person is the one who is overly directive with his pupils. His practices include maneuvering his pupils to agree with his own ideas. He is expert at manipulating them to produce the "right" response. "Wouldn't you like to empty the wastebasket, Peter?" and "Isn't that right, boys and girls?" are typical of his responses to his students. Instead of clarifying, he is given to arguing: his intention is not to clarify pupils' thinking, but rather to bring it more into line with his own.

Misuse of clarifying is another form of antithetical behavior. In his attempts to be non-authoritarian, this person will almost never be directive, even when the situation clearly calls for a directive response. In the extreme, this person would ask a clarifying question when life and limb are at stake, rather than to take a directive stance. He uses clarifying strategies as an indiscriminate way of responding to pupils, rather than determining whether clarifying or directing is more suitable for a given situation.

Comments:

THE TEACHER AND THE KIDS : INTERACTIONS

11. He promotes pupils' thinking. Rating:_____

At the highest level you will find a person who is skilled in promoting and extending the thinking of his pupils. The questions he chooses to ask pupils are concerned with the higher cognitive skills of interpreting data, problem solving, applying principles and generating new principles, rather than with the recall of factual information. You will hear him ask more questions like, "Do you have any idea of why that is so?" and "What might be another explanation?" and "How can we go about deciding which of these is correct?" rather than questions like, "In what year was metal first discovered?" and "What were the three causes of the French Revolution?" He waits for the pupils to respond to his questions; he gives them time to think. It is clear that he is interested in many possible explanations and answers, rather than in finding the single, correct answer. Instead of doing the pupils' thinking for them (e.g., "How shall I do this, Mr. Jones?"--"Do it this way, Henry."), he invites the pupils to think for themselves. He values the development of inquiry in his pupils and this emphasis permeates his classroom.

The antithesis of the person who promotes pupils' thinking is the one who places the highest premium on the acquisition of information for the purpose of arriving at the single, correct answer. His questions to pupils are primarily of the recall-of-information type. He believes that his main job is to fill the pupils' heads with the required information and thinking will automatically occur. In his interactions with pupils, he rarely gives them time to think things through; he seems to be in a race with the clock to get across as much content as possible. He gives the impression that he is the one who is doing most of the thinking in his class and maybe that's the way he really wants it.

Comments:

THE TEACHER AND THE KINDS : INTERACTIONS

12. There's a lot of interaction among pupils in his class.

Rating:_____

At the highest level you will find the teacher who encourages and invites much interaction among his pupils. His classroom seems to be a beehive, where there is almost a constant flow of pupil-to-pupil conversation, as the students engage in learning. He may interject questions such as "What do you think about that, Harlow?" and "What are some of your ideas, Perry?" to promote further inquiry and to increase pupil responses. You get the impression that the focus in this class is on the pupils. There's a lot of purposeful pupil activity, pupil inquiry and exchange of ideas. The teacher provides many kinds of curriculum experiences in which pupils dialogue and learn from each other. This teacher does not cast himself in the role of dispenser of information to "empty vessels." He recognizes that pupil interaction is a valuable source of learning.

Antithetically, you will find the person who talks "all the time". He believes that everything he says is important and insists on quiet in his classroom for most class sessions. He sees his main role as one who imparts information and follows through by questioning pupils to see if they have been listening. He is the dominant person in the classroom; if he were to step out for a moment, the class would fall apart. He may permit his pupils to talk with each other occasionally, as a recreational activity, but rarely in the context of what he considers a learning experience.

Comments:

THE TEACHER AND THE KIDS : INTERACTIONS

13. He is a real person to his students. Rating:_____

At the highest level you will find a person who responds to students with genuineness. He is freely and spontaneously himself. There is no doubt that he really means what he says. When a student approaches him with a problem, he doesn't intellectualize or retreat into a role of "professional". When confronted with pupils' difficult behavior, he responds without traces of defensiveness. His reactions are honest and open. The message conveyed by him in his interactions with students is that he is authentic.

Antithetically, you will find the person who puts on a professional facade in his interactions with his students. When students discuss concerns which affect them deeply, he becomes uncomfortable. He responds by intellectualizing; his reactions come across as phony. He becomes extremely defensive in the presence of challenging behavior manifest by his students. The message conveyed by him is that you don't really know the real person behind the facade.

Comments:

SECTION III : THE TEACHER, THE KIDS AND THE "STUFF" : THE CLASSROOM

14. He knows what he is doing in the classroom and it makes sense.

Rating:_____

At the highest level is the person who is skillful in what he is doing in the classroom. His teaching strategies and the curriculum materials he uses are appropriate to his educational objectives. He is able to describe what he is doing and why he is doing it in a clear and educationally sound way. He generates feelings of confidence in what is happening in his classroom.

Antithetically, you will find the person who seems to be teaching "off the cuff". You get the impression about him that he is making it up as he goes along; that he really hasn't thought about what he is doing. When questioned about what is happening in his classroom, he may become extremely defensive and try to rationalize what he is doing by making up objectives to justify what he has done. Alternatively this may be a person who works hard, but can't seem to "get it right". There doesn't seem to be a close connection between his teaching strategy, his choice of curriculum materials and his stated goals. What happens in his classroom doesn't seem to make sense in terms of what is educationally sound.

Comments:

THE TEACHER, THE KIDS AND THE "STUFF" : THE CLASSROOM

15. He is knowledgeable in his field. Rating:_____

At the highest level, this person exhibits a broad and deep knowledge of the curriculum, of principles of learning and of human growth and development as they relate to his level of teaching. If he specializes in a curricular area, he is at home in it. He is well informed and seems to have read extensively. There is an intellectual depth to his discussions with his colleagues and his work in the classroom reflects his knowledge of his field. When he explains something to a pupil, or to a colleague, he does so making himself clearly understood. He recognizes the limits of his knowledge and where he is uninformed, admits it. His knowledge earns our respect.

The antithesis of the knowledgeable person is the one who is uninformed; who lacks know-how in his field. If he has read the literature in his field, he does not indicate it, either in the discussions with his colleagues or in the quality of his teaching. His explanations to pupils are unclear; you wonder if he himself really understands what he is saying. His inconsistency, the shallowness of his presentations and his attempts to disguise his limited understanding indicate his lack of knowledge in his field.

Comments:

THE TEACHER, THE KIDS AND THE "STUFF" : THE CLASSROOM

16. He uses evaluation to promote learning. Rating:_____

At the highest level is the person who uses evaluation to obtain data for promoting further learning. He recognizes that evaluation is highly subjective and he is undogmatic and open-minded about using the results. He recognizes the difference between evaluation and grading and emphasizes the former as a way of helping students to learn. This person uses many different kinds of evaluative procedures, but whatever procedure he uses is carefully chosen and is appropriate to his goals. Moreover, when he engages in evaluation of his pupils' work, there is a sound purpose for the evaluation. His methods of evaluation do not, in any way, devalue the learner's sense of self. His evaluations include suggestions for improvement and he communicates these to his pupils. He exhibits a concern about promoting self-evaluation in his pupils and provides for self-evaluative experiences in his classroom.

Antithetically, you will find the person who is primarily concerned with how much his pupils have learned in the past and with grading them accordingly. He believes that grading is objective and that pupils' learning can be assessed objectively. Frequently, he is dogmatic about test results and uses these and grades in a punitive way. He operates on the theory that pupils are motivated to learn by failure and he may use the threat of failure as a device to promote learning. His evaluative procedures usually take the form of short-answer or essay-type tests and he rarely communicates to pupils concrete ideas for improvement. Catch-phrases like "careless spelling" and "try harder" and "good" pass for suggestions to promote future learning. His main purpose for evaluation is to arrive at a grade; if pupils fail, it is because "they are just not capable of doing the work."

Comments:

THE TEACHER, THE KIDS AND THE "STUFF" : THE CLASSROOM

17. His classroom is a vital, alive and zestful place.

Rating:_____

At the highest level you will find a person who has made his classroom an alive and vital place for learning. There seems to be a lot of activity going on and it is purposeful activity. There is evidence around the room pf pupils' work and you can see that pupils have been and are engaged in challenging tasks. This person continually brings fresh ideas into the classroom and he initiates curriculum experiences which have meaning and relevance for the lives of his students. He provides for individual choice, pacing and exchange of ideas in most curriculum experiences. The time in his class passes quickly and the pupils are sorry to hear the bell go. His class is an intense, stimulating and vital place and it is exciting to be in it.

Antithetically, you will find a person whose classroom is a boring and tedious place. More often than not, all the pupils are doing the same work at the same time When one pupil finishes early, he must wait for the rest of the class to finish. Much emphasis is placed on reading from the text, doing work-sheets or answering questions from the blackboard. When there is group discussion, the topic may be unimaginative or trivial, and the pupils seem too bored to participate. The apathy in his classroom is usually attributed to pupils who "don't care". He doesn't recognize that it is he who is uninspiring and humdrum. When the recess or lunch bell sounds, pupils explode out of his class. One hour in this room seems like a year.

Comments:

THE TEACHER, THE KIDS AND THE "STUFF" : THE CLASSROOM

18. His teaching materials are varied, imaginative and relevant.

Rating: _____

At the highest level, you will find a person who uses a wide variety of resources for teaching material. In an elementary classroom, you will find a good supply of arts and crafts materials, library books, paperbacks, magazines, photographs, science equipment, concrete mathematical materials, newspapers. In a secondary classroom, a wide variety of materials is available which are relevant to the subject matter of the class. He may use field trips, film strips, films and tape recordings as part of the curriculum. Visitors are invited to the classroom as resource people. Pupils use learning materials freely and purposefully. Materials created and developed by the teacher contribute to pupils' learning and do considerably more than express banal sentiments in jingles with Walt Disney-type illustrations. This person has created a rich learning environment in his classroom through his selection of and development of a wide variety of learning materials.

Antithetically, you will find a person who uses a very limited range of classroom materials. Major emphasis is placed on the use of textbooks, library reference books and workbooks. Classroom walls may provide no stimulus to thought; they may be empty or may be adorned with old posters expressing meaningless sentiments and patterned art work. Very little use is made of curriculum materials in the arts, or the rich "stuff" of other curriculum areas. Pupils have little opportunity to touch or handle materials. Curriculum experiences in this classroom are mostly of the paper-and-pencil and textbook type.

Comments:

THE TEACHER, THE KIDS AND THE "STUFF" : THE CLASSROOM

19. He unifies the group. Rating:_____

At the highest level this person has succeeded in the development of a harmonious, working group in his classroom. The pupils seem to appreciate each other; they have respect for each other and the morale in the class seems unusually high. The class seems to have pride in itself as a group; what's more, they seem to be extremely productive, with the pupils working together like a team. This person has contributed to the development of group unity by assuring that each pupil has had an opportunity to earn status and respect in the group; by providing the opportunity for pupils to get to know each other; by prizing the different skills that different pupils have to offer; by creating a climate in the classroom which helps pupils to feel secure, prized, cared about, accepted.

Antithetically, you will find a person who may not be concerned with group morale. If he is concerned, he does not seem to know how to help bring it about. In his classroom the pupils may seem downright rude to each other; there is a lot of bickering and nagging and carping and fighting. This class does not seem to be a "group" at all; there is no semse of camaraderie, no esprit de corps, no real feeling of respect of one pupil for another. The teacher contributes to this discontent by openly criticizing his pupils, by being intolerant of other than academic skills, by having "favorites" and "victims"; by "picking" on certain pupils; by generally showing a lack of respect for his students. This classroom is not security-giving but intimidating; the teacher generates fear rather than acceptance. His pupils dislike school and their interactions with each other are hostile and destructive.

Comments:

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